



Project ENRICH

Logic Model

Inputs	Activities	Outcomes	Impact
<p>Sufficient Department of Education staff with leadership expertise and skills to implement the program at the state and project management team level</p> <p>Sufficient staff at the ESA and Coop levels with leadership expertise and skills to implement the program at the region and district level</p> <p>District staff to implement the program at the district level</p> <p>Fiscal Resources from SIG Grant</p>	<ul style="list-style-type: none"> Project Director and PMT roles and responsibilities defined, develop work plan Award grants, disseminate professional development and needs assessment data to regions, approve work plans Support collaboration with Technical Assistance Teams, disseminate information, coordinate capacity building and integration with pre-existing initiatives, support improvement efforts Collaborate with regions to provide opportunities and time for synthesis and analysis of practices Monitor the professional development plans for early intervention providers Monitor training developed and used that supports research based methods Guarantee early intervention and other early childhood programs occur Monitor professional development opportunities to schools not making adequate yearly progress Support coordination and collaboration with <i>Reading First</i>, <i>South Dakota Reads</i>, <i>Math Initiative</i> Monitor region activities that guarantee opportunities for parents to be informed and trained Disseminate best practices information and state and national resources via website Clearinghouse via interest website will indicate all regional professional development activities Pursue dialogue and communicate with Native American Coordinator 	<ul style="list-style-type: none"> PMT puts organizational infrastructure is in place Needs of students with disabilities are properly assessed and regions utilize professional development data and needs assessment data to develop work plans State system of professional development is improved to reflect needs specific to regions and schools including parents, advocacy groups and educational agencies Sustained professional development is available for Birth to 3 and other early intervention providers Instruction skills of South Dakota teachers improved Target assistance provided to districts Parents informed and trained Monitor regional coordinated training opportunities for parents, educators, paras, and early intervention providers PMT recruited stakeholders to support logistical operations Regions began construction of comprehension program for interagency collaboration with tribal programs and agencies 	<p>Goal 1: A system is created for coordinating and enriching the professional development of school personnel, early intervention providers, mentors, volunteers, parents and others connected with the life and learning of children and young adults with disabilities.</p> <p>Goal 2: Improved learning opportunities and achievement of children with disabilities</p> <p>Goal 3: Increased meaningful collaboration and linkages with other state and federal school improvement efforts as well as other agencies, services, and resources existing primarily for the good of children with disabilities</p>

